

**EVERGREEN PRIMARY**

**SCHOOL**

**TEACHING AND LEARNING**

**POLICY**

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| **Executive Head** | **Rena Begum** |
| **Proprietor** | **Rena Begum** |
| **Implementation date** | **September 2019** |
| **Review date** | **September 2020** |

**Rationale**

At Evergreen we believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

Effective teaching is a balance between teaching and learning. This teaching and learning policy aims to ensure that the children at our school are provided with high quality teaching and learning experiences that lead to a consistently high level of pupil attainment and achievement. The purposes of our teaching and learning policy are:-

**To establish and maintain high standards of teaching**

* To ensure the quality of learning experiences offered to pupils enable them to achieve their potential.
* To provide an agreed focus for monitoring teaching and learning.

We believe that the following key statements define high quality teaching:

* To talk regularly with learners about their learning and to listen to them.
* To be knowledgeable about what we are teaching.
* To reflect on our practice and challenge our own thinking.
* To ensure that we have a clear picture of our pupils’ knowledge, skills and their level of understanding so that we can enable them to take the next steps in their learning.
* To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
* To formally and informally assess the attainment of our pupils.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

**Aim**

* To maximise children’s learning potential.
* To promote high quality effective teaching.
* To develop active and independent learners.
* To recognise and celebrate achievement, attainment and effort.
* To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
* To stimulate a desire for lifelong learning.

**Role of the Proprietor**

**The Proprietor will:**

* Regularly monitor the quality of teaching and learning throughout the school
* Agree action for improving the quality of teaching and learning through the School Development Plan and processes and systems for school Self-Evaluation

**Role of the Headteacher**

**The main role of the Headteacher will be to:**

* monitor teaching and learning across the school, following the guidelines of the whole school monitoring policy;
* Identify areas and actions to improve the quality of teaching and learning in the school.

**Role of the Teaching and Learning Lead Mr Feroz**

The Teaching and Learning Lead will:

* lead the development of key skills throughout the school;
* provide guidance and support to all staff;
* keep up to date with new developments and resources;
* monitor planning and to observe lessons;
* ensure assessment and marking policy go hand in hand to push progress
* report regularly to the Head and Proprietor via evaluations

**Role of Teachers and Teaching Staff**

Class teachers are responsible and accountable for all teaching and learning that takes place either in or out of their classroom in relation to the pupils in their class, including teaching and learning of the ‘Closing the Gap’ curriculum (interventions, etc.) which may take place on a 1:1 or small group basis. They are responsible and accountable (through Performance Management) for the progress of all children in their class.

 A number of principles and ‘non-negotiable’ should be adhered to by teachers and support staff, which are outlined in guidance contained within the Teaching and Learning File issued to every teacher when they start working at Evergreen. These include (but not exclusively):

* the planning of clearly sequenced and motivating lessons, with clear learning objectives and effective success criteria clearly communicated to the children
* differentiated learning activities, including challenge for high achievers.
* Assessment for Learning principles (particularly through effective questioning) incorporated into every lesson
* Effective feedback and marking to move the children’s learning forward.
* A stimulating, motivating, well maintained learning environment which meets the needs of the children and has a significant positive impact on the progress in their learning.
* All staff must ensure that they do not promote the partisan political views in the teaching of any subject in the school
* All staff must offer a balanced presentation of opposing views whilst students are in attendance or taking part in extra-curricular activities
* To work as a team by collaborating with others and sharing a philosophy which nurtures and supports vulnerable students
* Establish good relations with parents and links within the community and with other schools in the catchment area
* Prepare students for the responsibilities of adult life through planning
* Positively contribute to the structure and organisation of the school

**Role of Pupils**

**We have high expectations of all our pupils, and we aim to achieve these expectations by ensuring our children:**

* are interested and motivated;
* achieve their targets;
* are involved in their own learning through self-assessment ;
* achieve success;
* are given tasks which match their ability;
* clearly understand the tasks given;
* are confident, feel secure and are aware of boundaries;
* are challenged and stimulated;
* are happy and in an environment where their views are taken into consideration;
* are provided with quality up to date resources and a positive learning environment which promotes independent learning.

**Role of the School Council**

The School Council will be involved in:

* giving feedback to Senior Leadership Team and Head on the effectiveness of this policy as well as the implementation of this policy in the classroom.

**Role of Parents**

Parents will:

* be made aware of this policy;
* work closely with the school

**Special Educational Needs (SEN) and Additional Educational Needs (AEN)**

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation.

Pupils with Special Educational Needs are placed upon the Special Educational Needs register, which records the support given, and provides each child with an individual education plan (EHCP). More details about this can be found in the school’s Special Educational Needs policy.

We aim to provide for all children so that they achieve as highly as they can in all subjects according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Links with other policies**

This policy should be read in conjunction with a wide range of other policies and guidance, such as Homework, Marking, Assessment, Training and Continuous Professional Development, and the curriculum policies.

**Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the school’s Senior Leadership Team, and the necessary recommendations for improvement will be made to the Proprietor.

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| **Executive Head teacher:** | Rena Begum | **Date:** | 20/09//2019 |
| **Proprietor:** | Rena Begum | **Date:** | 20/12/2019 |

**Teaching and Learning Policy – Initial Equality Impact Assessment**

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| --- | --- | --- | --- | --- |
| **Policy Title** | **The aim(s) of this policy** | **Existing policy (ü)** | **New/Proposed Policy (ü)** | **Updated Policy (ü)** |
| Teaching and Learning | To develop children’s learning potential and to promote high quality effective teaching. |  |  | ü |

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| **This policy affects or is likely to affect the following members of the school community (ü)** | | | | **Pupils** | | | | **School Personnel** | | | | | | **Parents/carers** | | | | | **Proprietor** | | | **School Volunteers** | | | | | | **School Visitors** | | | | | **Wider School Community** | | | |
| **ü** | | | | **ü** | | | | | |  | | | | | **ü** | | |  | | | | | |  | | | | |  | | | |
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| **Question** | | **Equality Groups** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Conclusion** | |
| **Does or could this policy have a negative impact on any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
|  | **ü** | |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** |  |  | | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | **ü** |
| **Does or could this policy help promote equality for any of the following?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **ü** |  | |  | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** | |  |  | **ü** |  | |  | **ü** |  |
| **Does data collected from the equality groups have a positive impact on this policy?** | | **Age** | | | | **Disability** | | | | **Gender** | | | | | **Gender identity** | | | **Pregnancy or maternity** | | | | | **Race** | | | | **Religion or belief** | | | | **Sexual orientation** | | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | | **NS** | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | **NS** | **Y** | | **N** | **NS** | | **Y** | **N** | | **NS** | **Y** | | **N** | **NS** | **Y** | **N** | | **NS** | **Yes** | **No** |
| **ü** |  | |  | **ü** |  | |  | **ü** | |  |  | | **ü** |  |  | **ü** | |  |  | | **ü** |  | |  | **ü** | |  |  | **ü** |  | |  | **ü** |  |
| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Preliminary EIA completed by** | | | | | | | | | | | **Date** | | | **Preliminary EIA approved by** | | | | | | | | | | | **Date** | | | | | | | | | | | |
| **Rena Begum** | | | | | | | | | | | **25.7.17.** | | | **Rena Begum** | | | | | | | | | | | **25.09.19** | | | | | | | | | | | |
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